DOCUMENT RESUME

ED 082 137 CS 000 727

TITLE	Kansas R2R (Right to Read) Abstracts.
INSTITUTION	Kansas State Dept. of Education, Topeka. Curriculum Section.
PUB DATE	[73]
NOTE	34p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Elementary Grades; Inservice Education; Reading; *Reading Improvement; *Reading Instruction; *Reading Programs; Secondary Grades; *Summer Workshops; Teachers; *Teacher Workshops

ABSTRACT

This report concerns the present status of the Kansas Right to Read plan of action. Two years of activities are discussed--the 1971 summer workshop, evaluation of the first year's program (1971-72), and the 1972 summer workshops. Thirty classroom teachers took part in the one week summer workshop in 1971. This workshop was designed by the State Reading Education Specialist and other educators to prepare teachers to return to their schools and establish inservice programs. A workshop content survey was given, and this data indicated a definite knowledge gain in selected workshop topics. The evaluation of the first year's program reports on the responses of the teachers in the 1971 summer workshop regarding their success in sharing their workshop experiences. The teachers indicated a statistically significant increase, at the .01 level, in their over-all rating of their school reading program's effectiveness. The final report, for the two 1972 summer workshops, includes an evaluation by the 60 participants based on daily sessions, evaluation checklists, a pre-post workshop content survey, and a workshop summary. The overall evaluation score for both workshops was 9.7 on a 10-point scale. (WR)

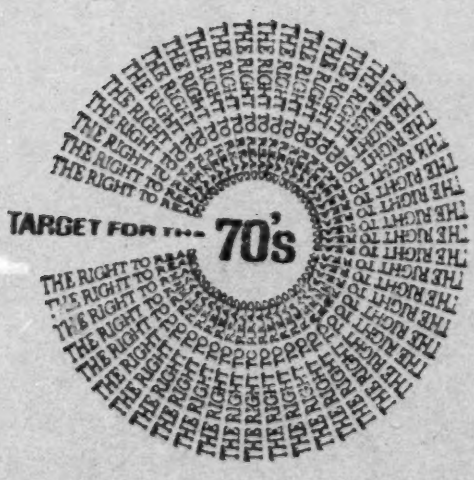
FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 082137

KANSAS R$_2$R PROJECT

ABSTRACTS



CS 000 727

ABSTRACT

KANSAS RIGHT-TO-READ PROJECT
PROGRAM EVALUATION - FIRST SUMMER WORKSHOP SUMMER 1971
REPORT SUBMITTED TO WESLEY PELSUE, STATE READING EDUCATION SPECIALIST
EVALUATION DESIGNED AND REPORTED BY DON D. SHIRLEY
DATE: AUGUST 1971

Thirty classroom teachers took part in a one week workshop dealing with reading and reading-related topics. This workshop was designed by the State Reading Education Specialist and other educators to prepare these teachers to return to their individual buildings and establish local inservice programs. This report covers only the Summer Workshop activities. A later evaluation report will be submitted in the Summer of 1972 to cover the total Right-to-Read Project. The summer workshop was highly successful and greatly valued as indicated in the comments and responses of both the participants and the speakers. A workshop content survey, similar to a subject matter examination, was given and this data indicated a definite knowledge gain in selected workshop topics. Recommendations, such as more demonstrations, more involvement in learning process and additional time to concentrate on specific topics, were also given. The following comments made by the workshop participants best express the real value of the workshop. "The Kansas Right-to-Read workshop has given me the spring-board I feel is necessary in up-dating our reading program." - "I must in all sincerity confess that I gained more practical information from this workshop than I gained in all my educational experiences."

ED 082137

KANSAS RIGHT-TO-READ PROJECT

PROGRAM EVALUATION

SUMMER WORKSHOP - 1971

Report submitted to:

Wesley Polsue, Reading Education Specialist,
Kansas State Department of Education

Program Evaluation Design and Report by:

Don D. Shirley

TABLE OF CONTENTS

I Introduction 1

II Program Evaluation Design 1

III Summer Workshop Evaluation 2

A. Description of Workshop Participants 2

B. Data from Workshop Summary Evaluation 2

Table 1 Participants Responses to Workshop Topics . 3

C. Data from Daily Workshop Session Evaluation 4

Table 2 Participant's Daily Reactions to Workshop Sessions 5

D. Reactions by Workshop Speakers 6

E. Data from Workshop Content Survey 6

IV Summary and Conclusions on the Summer Workshop 7

KANSAS STATE RIGHT-TO-READ PROJECT
PROGRAM EVALUATION

I INTRODUCTION

The state Right-to-Read plan is designed to bring about measurable improvements in the reading skills and attitudes of children in Kansas. Research has indicated that the classroom teacher is the key to effective reading programs. Consequently, the Kansas plan is teacher oriented in the form of inservice workshops for classroom teachers. Further information on the philosophy and total program is available in the Kansas State Department of Education booklet, Kansas Right-to-Read Plan.

In brief, the basic plan consists of a series of summer workshops where a selected group of classroom teachers are exposed to reading-related programs, suggestions and materials. These summer workshop participants then return to their own school districts and work with fellow teachers in implementing these newly acquired skills, ideas and programs through local inservice sessions.

II PROGRAM EVALUATION DESIGN

The total evaluation will cover two aspects of the Kansas plan; first, the effects of the summer workshop and secondly, the influences of the workshop participants once they have returned to their respective school district and have established their locally organized inservice programs. This report will present data on the summer workshop only. The final report, which will be available next summer, will present the evaluation of the local inservice programs and the overall Right-to-Read plan.

A series of surveys and questionnaires were developed to collect data on various aspects of the summer workshop. Most of the forms were designed to gain the workshop participants reactions to the summer program. Additional evaluation sources were the workshop leaders and speakers. The participants supplied evaluation data through the following sources:

1. Daily Session Evaluation Checklist - A short form which the participants completed at the end of each major phase of the workshop program.

2. Workshop Content Survey - This was a 14 item survey which asked the participants to respond to specific questions related to content which was covered in the workshop presentations. The participants completed this survey twice; first on Sunday evening before the first major workshop speaker and then again on Friday after the workshop ended.

To develop the questions on this form, each of the workshop speakers was contacted before the workshop and was asked to supply the evaluator with a short summary of his presentation's content.

3. Reading Survey - This form collected basic information on the participants' background, their attitudes toward select reading-related variables and current practices in their schools' reading programs. They will complete this same form again next spring to determine if any changes have taken place. This form was also completed by the staff members, teachers and principals of the workshop participants' schools. These same staff members will respond to this form next spring also. This data should indicate whether the summer workshop participants brought about improvements in the schools' reading program as viewed by their fellow teachers.

4. Workshop Summary Evaluation Checklist - This form was designed to obtain the participant's reaction to the overall effectiveness of the workshop, the appropriateness of the workshop content and recommendations for future workshops.

Each workshop speaker evaluated his phase of the workshop by completing the Workshop Consultants Evaluation form.

III SUMMER WORKSHOP EVALUATION

A. Description of Workshop Participants - The first summer workshop consisted of thirty teachers ranging from kindergarten to eighth grade teaching positions. They also were representative of all sizes of school districts.

B. Data from Workshop Summary Evaluation - Twenty-five of the thirty participants, 83%, returned this form. When asked to rate the overall value of the workshop on a 10 point scale; 1 for poor to 10 for outstanding; the mean rating was 9.36 which indicates an outstanding rating. Six of the 25 gave the workshop a 10 which is the highest rating.

The participants were requested to react to each phase of the workshop with regard to four factors: appropriateness of content to their school situation; present utilization of content; anticipated difficulty in presentation of information; and a projection of ultimate utilization of information. Table 1 displays their responses to these questions.

Their responses indicate that they felt that more than half of the teachers they acquainted with Behavioral Objectives, reading diagnosis and individualization of reading would utilize these aspects of the workshop. About one third of them thought they might have some problems in passing on the ideas related to Behavioral Objectives. Other conclusions can be drawn from further examination of Table 1.

TABLE 1
PARTICIPANTS RESPONSES TO WORKSHOP TOPICS

TOPICS (CONSULTANT)	1. Is the information appropriate to your school's situation? YES	2. Is most of this information presently being used in your school? YES	3. Do you anticipate having difficulty in presenting this information to other staff members in your school? YES	4. Do you feel most of the teachers who get this information from you will use it in their classroom teaching? YES
A. INDIVIDUALIZED READING (Brown)	100%	40%	16%	52%
B. READING DIAGNOSIS (Watson)	96%	52%	8%	76%
C. TITLE III PROJECT (Schulze)	52%	4%	12%	20%
D. NEWSPAPER (Shackleford)	100%	8%	4%	40%
E. ETV (Stafford)	28%	4%	40%	0%
F. SCHOOL VISITATION	72%	52%	8%	28%
G. LIBRARY (McNalley)	80%	16%	12%	44%
H. BEHAVIORAL OBJECTIVES (State Department)	100%	28%	32%	56%

* Percentages Indicate Frequency of Response

The following is a summary of their recommendations for changes in future Right-to-Read workshops:

1.	More demonstrations and involve participants in learning situation.	8
2.	Don't schedule evening meetings, allow time for "rapping," exchange of ideas, talk informally with consultants, just relax, etc.	8
3.	Covered too much, moved too fast, need more time to concentrate on specific subjects.	5
4.	No classroom visitation such as this year.	4
5.	Speaker should hand out more material.	3
6.	Don't show the Sunday night films.	3

The participants also gave suggestions for topics if they were to be involved in a follow-up meeting to the summer workshop. They recommended:

1.	More on individualizing instruction.	11
2.	More on diagnosing students needs and prescribing programs based on these needs.	10
3.	More on Behavioral Objectives.	6
4.	A time for sharing of ideas on various aspects of the teaching of reading.	6
5.	A time for discussing the acceptance and implementation of their local Right-to-Read programs.	5

They were also requested to indicate which two of the workshop consultants they would like to spend more time with. Dr. Watson and Dr. Brown were selected by more than 80 per cent of the participants. Five indicated more time with the State Department team on Behavioral Objectives and four with Shackleford.

Additional comments by the participants indicated the great benefits of such a workshop. A couple of typical comments were:

"The live-in situation was one of the best things about the workshop."

"I thought theworkshop was great. The enthusiasm of this group of people will certainly help to improve the instruction of reading."

C. Data from Daily Workshop Session Evaluation - After each major section of the workshop the participants completed a short form expressing their immediate reaction to that session's topic and content. On this form they were asked to rate the value of the session on a 10 point scale, 1 for poor to 10 for outstanding. Other questions were asked dealing with appropriateness of topic, whether topic should be in future workshops and the need for more information of the topic. Table 2 displays a summary of the data from this source.

TABLE 2
PARTICIPANT'S DAILY REACTIONS TO WORKSHOP SESSIONS

Session-TOPIC	Average Rating of Session Ratings 1 - Poor 3 - Fair 5-6 Average 8 - Good 10 Outstanding	Was the content of this session appropriate to your school's situation?	Should this session be repeated in future workshop programs?	Would you like more information on this session's topic?
		YES*	YES*	YES*
Monday - Individualized Reading	8.6	97%	100%	83%
Tuesday - Reading Diagnosis	9.1	100%	100%	87%
Tuesday Evening-Title III Program	9.9	77%	100%	93%
Wednesday - Use of Newspapers in Reading	9.97	100%	100%	90%
Wednesday Evening-ETV	7.6	33%	73%	73%
Thursday - School Visitation and Libraries	8.4	83%	87%	67%
Friday - Behavioral Objectives	9.3	100%	100%	95%

* Percentages Indicate Frequency of Response

The participants immediate reaction to the workshop topics indicate that all sessions were rated above average. The presentations on newspapers in the reading program and the ideas used in the reported Title III projects were the highest rated. Most participants felt that the topics of [illegible]lised reading, reading diagnosis, newspaper utilization, and behavioral objectives were definitely appropriate to their school's situation. All of the participants felt all the sessions except ETV and the school/library visitation should be repeated in future workshops. Most of the participants indicated more information on the topics would be valuable. This data tends to support the same evaluation expressed in the Workshop Summary forms.

D. Reactions by Workshop Speakers - All of the consultants indicated the workshop participants were very responsive and interested in their topics. All but one were satisfied with their presentation. The major concern was that more time should be given so that the consultant could interact with the participants more. Most of the consultants made additional comments which indicated enthusiasm and the value of workshops of this type, and how well organized the total workshop was. Several felt there was a need for a follow-up meeting later in the year with the same participants.

E. Data from Workshop Content Survey - This survey was designed to collect information of the participants familiarity with concepts presented in the workshop. The survey was given both before and after the workshop so that it could be determined if a change in their response would take place. Each participant's pre and post workshop surveys were checked individually to determine if their quality and quantity of responses changed.

The participant's pre-workshop surveys exhibited a high degree of uncertainty in their answers and a large number of unanswered questions. In fact, out of a possible 420 questions, (14 questions per survey times 30 participants) 193 questions were left unanswered, or about 46 per cent of the total number of questions. Many of the other answers were very short and limited. The participants, on the pre-surveys, indicated very little knowledge of those questions dealing with behavioral objectives, use of typewriter-in reading programs, helping the uninvolved student, behavioral modification techniques in reading programs, ETV and how the newspaper can best be used in the reading program.

The participants post-workshop surveys showed a higher degree of consistency in their responses as a group. Individually their answers were more complete, complex and knowledgeable. Also it is interesting to note that only 2 questions were left unanswered, which represents less than ½ of one percent. This survey indicates that the participants made definite gains in their knowledge of the workshop content.

IV SUMMARY AND CONCLUSIONS ON THE SUMMER WORKSHOP

In both general and specific areas the workshop was a success. Both the participants and the speakers expressed a high degree of satisfaction with the workshop. The value of the experience was demonstrated in the participants' enthusiasm for the overall workshop and their comments on specific topics. They felt the workshop phases on individualizing reading, diagnosis and prescribing for reading disabilities and behavioral objectives concepts were very valuable. The Workshop Content Survey responses showed a definite increase in the participants knowledge of selected aspects of the workshop content. The daily and summary evaluation forms supported one another in the conclusions of value and appropriateness of the workshop phases cited above.

The consultants and participants made several recommendations for future Right-to-Read workshops. The number of participants was good, but more time should be given to specific topics so that demonstrations can be held and the participants can become more involved in the learning process. Evening might be left open-ended so the individuals could discuss and share ideas, relax and go over the day's notes, meet informally with consultants, etc.

The following comments by some of the participants can best express the true evaluation of the workshop experiences:

> "I think this workshop has really been a turning point in my teaching career. I believe that staying here and associating with each other and "breaking down the barrier," has been the best part about it because our feelings as a group toward our obligations is going to really determine how successful the workshop will be. We have achieved this feeling through the atmosphere created here."

> "High on the list of strengths would be the "Human Element." Everyone has been so friendly, etc. and after all isn't that "What it's all about?" We worry so much about children's self-images but in this case I feel this workshop has worked wonders for many of the participants self-images!"

> "The Kansas Right-to-Read workshop has given me the spring board I feel is necessary in up-dating our reading program. The subjects discussed and questions answered are exactly the type of information I've (we've) been needing. I'm really frightened and challenged as to the vastness of what can be done - and hope to inject this into my own workshop so that no teacher can remain passive and unaffected."

"First and foremost - I feel that the group was fantastic. Never before have I been a part of a group who was so willing to share and so much fun to be a part of. The group was so varied - all ages, all parts of the state, varied teaching experiences and a varied educational background. I must in all sincerity confess that I gained more practical information from this workshop than I have gained in all my educational experiences."

"A very big "thanks" goes to all who made this possible."

ABSTRACT

KANSAS RIGHT-TO-READ PROJECT
PROGRAM EVALUATION - FIRST YEAR'S PROGRAM 1971-72
REPORT SUBMITTED TO WESLEY PELSUE, STATE READING EDUCATION SPECIALIST
EVALUATION DESIGNED AND REPORTED BY DON D. SHIRLEY
DATE: SEPTEMBER 1972

Thirty classroom teachers took part in a one week workshop dealing with reading and reading-related topics. This workshop was designed by the State Reading Education Specialist and other educators to prepare these teachers to return to their individual buildings and establish local inservice programs. The summer workshop was highly successful and greatly valued as indicated in the comments and responses of both the participants and speakers. The responses collected from teachers in the schools where participants shared their workshop experiences indicated a statistically significant increase, at the .01 level, in their over-all rating of their school's reading program's effectiveness. The participants felt there was a definite movement towards individualizing reading instruction in their schools. As a result of the program, 5 schools received special reading-related federal grants, many schools increased the variety of their reading materials and equipment, one school added a librarian and media center, and schools made a greater use of inservice programs in relation to the teaching of reading. The greatest two impacts of the program were that it has made teachers more aware of their teaching of reading techniques and that it has directly influenced the way the workshop participants think and act with regard to the various aspects and techniques they themselves use with their own students in teaching reading.

KANSAS RIGHT-TO-READ PROJECT

PROGRAM EVALUATION

1971 - 1972

Report submitted to:

Wesley Pelsue, Reading Education Specialist,
Kansas State Department of Education

Program Evaluation Design and Report by:

Don D. Shirley

September 1, 1972

TABLE OF CONTENTS

I	Introduction	1
II	Evaluation Design and Procedures	1
III	Results.	2
	A. Reading Survey	2
	Table 1 Comparison on Usage of Reading Related Activities.	3
	Table 2 Comparison of Reading Program Organization	4
	Table 3 Comparison of Forms of Student Evaluation	4
	Table 4 Comparison of Teachers Over-all Rating of their Schools Programs	6
	B. Narrative Report by Workshop Participants	7
	C. Newsletter	9
IV	Conclusions	9
APPENDIX A	. . . . .	11
APPENDIX B	. . . . .	23

KANSAS STATE RIGHT-TO-READ PROJECT
PROGRAM EVALUATION

I INTRODUCTION

The state Right-to-Read plan is designed to bring about measurable improvements in the reading skills and attitudes of children in Kansas. Research has indicated that the classroom teacher is the key to effective reading programs. Consequently, the Kansas plan is teacher oriented in the form of inservice workshops for classroom teachers. Further information on the philosophy and total program is available in the Kansas State Department of Education booklet, Kansas Right-to-Read Plan.

In brief, the basic plan consists of a series of summer workshops where a selected group of classroom teachers are exposed to reading-related programs, suggestions and materials. These summer workshop participants then return to their own school districts and work with fellow teachers in implementing these newly acquired skills, ideas and programs through local inservice sessions.

II EVALUATION DESIGN AND PROCEDURES

The total evaluation covers two aspects of the Kansas plan; first, the effects of the summer workshop and secondly, the influences of the workshop participants in their own schools after they have shared their workshop experiences for a year with their fellow teachers.

The first part of the evaluation, dealing with the summer workshop, was completed last summer and a copy of that report is in Appendix A.

The second phase of the program design is in relation to the effect of the workshop participants on their school's reading program. Primarily two methods were developed to collect this data. The first method was a reading survey which the teachers in the workshop participant's schools completed before the program started, May 1971, and again after the first year of the program, May 1972. This survey collected basic information on the teachers opinions and attitudes toward selected reading-related variables and current practices in their school's reading program. This data indicates whether the summer workshop participants brought about improvements in their school's program as viewed by their fellow teachers.

The second method for data collection on the over-all effectiveness of the program was by a narrative report received from the workshop participants after the year was over. Each participant was asked to respond to the question: "How has the Right-to-Read workshop effected your school during the 1971-72 school year?".

A third source of data developed in the course of the year. The participants started a newsletter, The Nitty Gritty Newsletter. Some comments were taken from this publication to show some of the activities started in the schools.

III RESULTS

A. Reading Survey

The Reading Survey was sent to all of the participants' schools both before and after the program. Twenty-five schools out of thirty returned the surveys before the Right-to-Read program began. For the post-assessment period 26 schools returned the surveys. It was determined though, that four of the schools returning forms at the end of the year had not sent in forms at the beginning of the year. In order to make valid comparison on the survey, only those schools returning both pre and post period forms were analyzed. On the pre-workshop survey, 249 teachers returned the forms, while for the post-workshop survey 219 teachers returned the forms. To improve the efficiency of the analysis procedure whenever percentages were used, due to the difference between 249 teachers and 219 teachers, an adjusted percentage was used for the post-workshop survey responses. No adjustment factor was used in computing the t value for the comparison of the teacher's over-all evaluation between pre and post workshop survey.

Before the first Right-to-Read workshop participants returned to their buildings, only 37% of the teachers were familiar with the Right-to-Read program. By the end of the first year after the workshop, 88% knew of the Right-to-Read program.

On the pre-measure of the Reading Survey, 67% of the teachers knew of behavioral objectives. When asked about behavioral objectives at the end of the year, 90% were familiar with this concept. Before the Right-to-Read program the teachers had learned about behavioral objectives from magazines (22%) or college courses (49%) and only 4% had learned about them from other teachers. By the end of the year the greatest source for knowledge of behavioral objectives was fellow teachers (67%), probably Right-to-Read participants. This increased knowledge of behavioral objectives generated a greater use of behavioral objectives by the teachers in their reading programs, as indicated on the survey. Before the Right-to-Read program only 28% of the teachers used behavioral objectives weekly or daily, while after the participants year in the schools, 38% of the teachers said they were using them this frequently.

As can be seen in Table 1, only the frequency of use of behavioral objectives has increased to any great amount. The use of newspapers is very slight, from 36% to 40%. The other activities do not how any real shifts in usage.

Table 2 indicates there was a slight decrease in grouping students for reading instruction and whole class instruction and an increase in individualized instruction.

TABLE 1
COMPARISON ON USAGE OF READING RELATED ACTIVITIES
PRE-POST PROGRAM PARTICIPATION

Activity		Daily	Weekly	Often	Sometimes	Seldom	Never
Behavioral objectives	Pre	20%	8%	19%	15%	4%	11%
	Post	27%	11%	21%	16%	2%	5%
Libraries	Pre	27%	42%	20%	5%	1%	0%
	Post	20%	44%	22%	4%	0%	2%
Diagnostic Reading tests	Pre	1%	0%	33%	44%	6%	6%
	Post	1%	1%	35%	44%	4%	3%
Educational TV	Pre	1%	5%	3%	9%	10%	55%
	Post	4%	3%	1%	9%	14%	54%
Newspapers	Pre	3%	19%	14%	29%	19%	8%
	Post	4%	20%	16%	25%	16%	6%
Magazines Newsletters	Pre	2%	21%	18%	27%	11%	6%
	Post	2%	22%	20%	26%	9%	6%
Oral Reading	Pre	51%	14%	17%	10%	3%	1%
	Post	50%	10%	23%	7%	3%	1%
Language experience charts	Pre	8%	7%	21%	20%	13%	21%
	Post	9%	10%	20%	21%	12%	17%

% Indicate Frequency of Response by Teachers

TABLE 2
COMPARISON OF READING PROGRAM ORGANIZATION
PRE-POST PROGRAM PARTICIPATION

Organization activity	Pre	Post
Reading instructions given to whole class at the same time	40%	36%
Grouping of students by achievement	68%	60%
Grouping of students by common interests	12%	10%
Individualized instruction	51%	57%
Cross-grade level grouping	8%	10%
Basal reading textbook	48%	40%
Basal reader and supplementary readers	66%	60%
Non-basal reader approach	27%	31%
Reading instruction given in content-subject areas	16%	10%
Others	8%	10%

TABLE 3
COMPARISON OF FORMS OF STUDENT EVALUATION
PRE-POST PROGRAM PARTICIPATION

Form of Evaluation	Pre	Post
Commercially produced standardized achievement tests	67%	56%
Commercially produced standardized diagnostic tests	46%	44%
Informal reading inventories	39%	42%
Basal reader textbook tests	54%	53%
Teacher-made tests	62%	61%
Other	10%	12%

% Indicate Frequency of Response by Teachers

There was also a slight movement away from the basal textbook reading approach and towards utilization of a greater variety of reading material. Before the Right-to-Read program, 48% were using a basal reader approach, after the participants worked a year only 40% of the teachers were using basal readers. Individualized instructional programs increased from 27% to 31%. Neither of these changes were significant.

As shown in Table 3, the teachers indicated they moved away from using commercially produced standardized tests and towards more use of informal reading inventories.

The data from the semantics differential scale shows that for the average students, the teachers felt their reading programs have become a little more adequate, 46% pre-workshop and 53% after. They also felt this program is a little more fun for the students, from 55% to 61%. Again, these are not what you can really call significant differences.

On the question dealing with their reading program for the below average students, the differences were somewhat greater. After a year of the Right-to-Read workshop participants working in the district, the number of teachers indicating the appropriateness of the program increased from 39% to 54%. They also felt this program was more fun for the students (36% to 44%), more meaningful increased from 43% to 53% and more adequate (29% to 43%) for the below average students.

For the above average students reading program, they felt these same four factors increased, as in the ase of the below average student. Their program became more fun (45% to 58%), more meaningful (54% to 61%), more appropriate (45% to 57%) and more adequate (33% to 45%).

When asked about their practices of diagnosing students reading problems, they indicated their techniques became more appropriate, (44% to 53% of the teachers responded) and more adequate, only 25% of the teachers felt these techniques were adequate before the Right-to-Read workshop and 41% of the teachers felt it was more adequate after having the Right-to-Read participant in their building sharing ideas for a year.

All of the teachers completing the survey were asked to rate the over-all effectiveness of their school's reading program. The scale was a 10 to 1 value; 10 for outstanding, 1 for poor. Table 4 displays the percentages of teacher rating their program at each of the value levels. The mean rating for the pre-workshop situation was 6.38 and the mean rating for post workshop was 7.01. When the data is treated with Fisher's t test for significant difference, it is found that this does represent a significant increase at the .01 level of significance. The computed t value was 4.415. As can be seen, three times as many teachers rated their reading program a 9 outstanding, after the year of Right-to-Read workshop ideas in their districts as before. Almost half (47%) of the teachers gave it an 8 or greater after the year, as compared to less than one third (29%) before the workshop.

TABLE 4
COMPARISON OF TEACHERS OVER-ALL RATING OF THEIR SCHOOLS PROGRAMS
PRE-POST PROGRAM PARTICIPATION

				6.38 (Mean)						
CUMULATIVE %		5%	29%	50%	70%	87%	96%	100%		
PRE	2%	3%	24%	21%	20%	17%	9%	4%	0	.4%
SCALE	10	9	8	7	6	5	4	3	2	1
		outstanding		good		average		fair		poor
POST	3%	12%	32%	15%	21%	11%	5%	.4%	0	.4%
CUMULATIVE %		15%	47%	62%	83%	94%	99%	100%		
				7.01 (Mean)						

Two comments from teachers, not workshop participants, further show the effect of the Right-to-Read program:

> "We have concentrated alot of time, effort, inservice training programs, money on up-grading our reading program."

> "The faculty is working very hard to teach everyone to read. They are grouping the students to ability and are turning more to an individualized program each year. Thanks for the help from the Right-to-Read program."

B. Narrative Report by Workshop Participants

Each participant was asked at the end of the school year after their summer workshop to respond to the question, "How has the Right-to-Read workshop affected your school during the 1971-72 school year?". Twenty of the thirty workshop participants responded to this question.

Only two participants responded with negative comments. Both participants indicated they didnot have the opportunity to share their ideas much with other staff members in the district. One of these teachers suggested that maybe it would be more helpful for participants to come from small school districts and those without special reading teachers.

The most frequently mentioned affect on the school was in the area of individualizing reading instruction (13 districts). In this same concept, 12 districts indicated a greater use of diagnostic tests and the use of pre and post testing to determine student progress. Also 5 districts specifically mentioned the use of prescriptive teaching techniques in their reading programs.

Five schools indicated they are or will be receiving additional federal funds; Title II Right-to-Read or N.D.E.A.; to help improve their reading programs.

Improved and increased use of the school's library was mentioned by seven schools. One stated that as a direct result of the Right-to-Read workshop they had organized a media center in their building for the first time and had hired a full time librarian. Another said they had made plans to start a library in their building next year.

Many indicated a wider and more varied use of reading material and equipment. The following are some of the specific materials and their frequency:

A. Newspapers - 3 schools
B. Reading machines - 4 schools
C. Magazines - 2 schools
D. Reading skills file - 3 schools
E. Typewriters - 3 schools

Four schools were moving away from a single textbook approach to a multiple material approach to the teaching of reading.

Several participants (6) stated their schools had incorporated more fun and creative type teaching techniques and materials into their reading programs. They felt this resulted in the student having a more positive self-image or concept. The students were also showing more interest in reading.

A number of other activities were mentioned as a result of involvement in the Right-to-Read program:

A. Interschool visitations encouraged
B. Development of volunteer programs
C. Development of pre-school reading readiness programs
D. P.T.A. informed of reading programs and techniques
E. Behavioral objectives developed and used by schools
F. Promoted membership and interest in the International Reading Association

The value of inservice programs and workshop for classroom teachers was often mentioned by the participants. The following comment taken from one of the narrative reports shows this trend:

> "I think the most important thing that Right-to-Read has done to help my school is that the administration and teachers have realized the value of inservice training of teachers. Because of the favorable response to the workshop we have had this year, the board has allotted time and money for teacher training next year."

Eighteen of the twenty participants responding indicated either they felt they had become a better teacher of reading or that they felt their fellow teachers had become more aware of the reading process, technique for teaching reading and the student's needs and abilities related to reading skills and interests. Several comments from the teachers best illustrate this:

> "I have been a better teacher this year because of Right-to-Read and therefore, the children in my room have benefited because of Right-to-Read."

> "I do know that the Right-to-Read workshop changed my approach and attitude in the teaching of reading. I became much more conscious of individual needs and I worked hard to see that each of my children had my assistance each day..."

> "The first and most exciting, to me, was the concern shown by the classroom teachers. We were helped out of our ruts."

"Plans are being made for a weekly teachers' meeting in each building to discuss problems, ideas or recommendations."

"The methods, enthusiasm, and interest I acquired from this program has stimulated my reading program and I am certain I have reached more children due to this attitude."

"Perhaps one of the most important changes is that it has made teachers more aware of reading problems. The teachers seem more interested in the individual instruction of the child. The individual has become the focus instead of the group."

"It has made our teachers more aware of the great importance of their job as teachers of reading. They have become aware that it is the teacher who makes the difference."

C. Newsletter

The workshop participants formed a Kansas Right-to-Read Council and started publishing a newsletter entitled, The Nitty Gritty Newsletter. They published five issues between September 1971 and June 1972. It was developed so the participants could exchange ideas and keep each other informed on activities they were involved in.

Many of the things mentioned in the newsletter were repeats of what they summarized in their end-of-year narrative. Inservice activities of some nature were mentioned almost every time. Nine times specific references were made to individualization of reading programs. All indicated they were either using new and different material or developing skill files to be made available to all teachers. Testing information was mentioned in 6 letters. Libraries were mentioned 5 times.

They also indicated several activities related to professional self improvement. Four times books were suggested for professional reading. One letter told of the establishment of an International Reading Association chapter, one participant stated she was going to start graduate work in the teaching of reading, and several mentioned visitations, workshops, conferences and college courses they were or planned to be involved in.

IV CONCLUSIONS

There is no doubt that the affects of the Kansas Right-to-Read program have resulted in some changes in some aspects of reading programs in several schools in the state of Kansas. Only in one case does 'hard' statistical data show this change in the program. There are many instances of changes in the programs cited in the Reading Surveys, the narrative reports and a summary of comments appearing in the Right-to-Read newsletter. Most of these changes will result in an improvement in the schools' reading programs.

The summer workshop was rated by its participants as a highly valuable experience. Many new reading skills were acquired by the participants.

Data from the Reading Surveys completed by the teachers did seem to indicate that the reading programs for the above average and below average students improved more than for the average student. They also indicated a slight movement away from grouping or whole class presentation for reading instruction to some form of individualized instruction using a greater variety of material and equipment.

Many things have been done to improve the reading programs in the participants' schools that are a direct result of the Right-to-Read program. At least five schools have received direct financial aid through Federal funds. New reading material and equipment has been purchased by some of the districts that might not have been otherwise.

The two aspects that will probably have the greatest impact on improvement of the students' reading skills are the most difficult to measure. These effects are the improvement in the individual workshop participants' teaching ability and the increase awareness of other teachers as to their role in the teaching of reading. As most research studies have shown the real key in any program is the classroom teacher. Both of these aspects have far reaching and long range effects on their teaching of reading. These influences can best be summed up in two comments taken from the workshop participants narratives:

> "It seems that what Right-to-Read had done for our school is still happening, because the greatest thing it has done was to awaken us, the teachers, to the fact that we can keep better records, change behaviors, try different things (whatever works means success), and better prepare ourselves to meet individual needs. So Right-to-Read gave the push, but the Special Reading Teacher, Librarian, Classroom Teachers, and Administrators have kept the importance of reading alive. Our thanks to Right-to-Read for the push."

> "My biggest reward came when a "non-reader" said to me, "You know, you were right. Reading is fun!"

ABSTRACT

KANSAS RIGHT-TO-READ PROJECT
PROGRAM EVALUATION - SECOND SUMMER WORKSHOPS SUMMER 1972
REPORT SUBMITTED TO WESLEY PELSUE, STATE READING EDUCATION SPECIALIST
EVALUATION DESIGNED AND REPORTED BY DON D. SHIRLEY
DATE: SEPTEMBER 1972

Two separate workshops were held for selected classroom teachers. The objectives of these workshops were to provide them with new reading related concepts, techniques and materials so that they could return to their own schools and share this knowledge and attitudes with other teachers in their building. A total of 60 teachers participated in the two workshops. The workshops were evaluated by the participants through Daily Sessions Evaluation Checklist, a pre-post Workshop Content Survey, and a Workshop Summary. All of the sessions were rated as good to outstanding, except for a morning session on Behavioral Objectives. The average over-all evaluation score for both workshops was the same, 9.7 on a 10 point scale, outstanding. The responses on pre-post Workshop Content Survey indicated that the teachers gained knowledge of select aspects of reading techniques and concepts. Comments in the daily and the over-all evaluation by the participants indicated a high degree of satisfaction with the workshop and felt it to be a valuable part of their professional growth in the teaching of reading skills.

KANSAS RIGHT-TO-READ PROJECT

PROGRAM EVALUATION

SUMMER WORKSHOPS - 1972

Report submitted to:

Wesley Pelsue, Reading Education Specialist,
Kansas State Department of Education

Program Evaluation Design and Report by:

Don D. Shirley

September 1, 1972

TABLE OF CONTENTS

I Introduction 1

II Program Evaluation Design 1

III Results 2

A. Data from Daily Workshop Session Evaluation 2

B. Data from Workshop Content Survey 2

Table 1 - Participants' Reactions to Workshop Sessions-First Workshop Summer 1972 3

Table 2 Participants' Reactions to Workshop Sessions-Second Workshop Summer 1972 4

C. Over-all Workshop Evaluation 5

IV Conclusions 6

KANSAS STATE RIGHT-TO-READ PROJECT
PROGRAM EVALUATION

I INTRODUCTION

The state Right-to-Read plan is designed to bring about measurable improvements in the reading skills and attitudes of children in Kansas. Research has indicated that the classroom teacher is the key to effective reading programs. Consequently, the Kansas plan is teacher oriented in the form of inservice workshops for classroom teachers. Further information on the philosophy and total program is available in the Kansas State Department of Education booklet, Kansas-Right-to-Read Plan.

In brief, the basic plan consists of a series of summer workshops where a selected group of classroom teachers are exposed to reading-related programs, suggestions and materials. These summer workshop participants then return to their own school districts and work with fellow teachers in implementing these newly acquired skills, ideas and programs through local inservice sessions.

II PROGRAM EVALUATION DESIGN

The total evaluation will cover two aspects of the Kansas plan; first, the effects of the summer workshop and secondly, the influences of the workshop participants once they have returned to their respective school district and have established their locally organized inservice programs. This report will present data on the summer workshop only. The final report, which will be available next summer, will present the evaluation of the local inservice programs and the over-all Right-to-Read plan.

A series of surveys and questionnaires were developed to collect data on various aspects of the summer workshop. Most of the forms were designed to gain the workshop participants reactions to the summary program. The participants supplied evaluation data through the following sources:

1. Daily Session Evaluation Checklist - A short form which the participants completed at the end of each major phase of the workshop program.

2. Workshop Content Survey - This was a 14 item survey, 12 items in the latest edition, which asked the participants to respond to specific questions related to content which was covered in the workshop presentations. The participants completed this survey twice; first on Sunday evening before the first major workshop speaker and then again on Friday after the workshop ended. A new content survey was developed

for the second workshop session this summer. Some of the topics and major points of the workshop speakers had changed from the survey used for the summer of 1971 workshops. To develop the questions on this form, each of the workshop speakers was contacted before the workshop and was asked to supply the evaluator with a short summary of his presentations content.

3. Workshop Summary - Each participant was asked to rate the over-all workshop on the 1 to 10 scale. They were also requested to make any comments or recommendations on the total workshop on this form.

III RESULTS

A. Data from Daily Workshop Session Evaluation - After each major session of the workshop participants completed a short form expressing their immediate reaction to that session's topic and content. On this form they were asked to rate the value of the session on a 10 point scale, 1 for poor to 10 for outstanding. Other questions were asked dealing with appropriateness of topic, whether topic should be in future workshops and the need for more information of the topic. Table 1 and 2 display a summary of the data from this source.

All of the sessions in both workshops were rated from good to outstanding except for the Behavioral Objectives sessions. Both workshop participants marked these below average. They indicated some question as to the appropriateness of this topic and questioned whether it should be in future workshops. The Behavioral Objectives presentations seemed to be too formal, dry and often too technical. It was suggested a number of times from both workshop participants that maybe the Behavioral Objectives topic should be presented earlier in the week and be presented in such a style to allow more participant interaction with the subject.

The other daily presentations were rated quite high, particularly the perceptual aspects of reading disabilities and use of newspapers in the classroom. All of the rates were higher in the second workshop than in the first.

B. Data from Workshop Content Survey - This survey was designed to collect information of the participants familiarity with concepts presented in the workshop. The survey was given both before and after the workshop so that it could be determined if a change in their response would take place. Each participant's pre and post workshop surveys were checked individually to determine if their quality and quantity of responses changed.

The survey used for the June workshop was the same one used for the workshop during the summer of 1971. It was found to be inadequate because some of the topics changed and some concepts presented by the

TABLE 1

PARTICIPANTS' REACTIONS TO WORKSHOP SESSIONS - FIRST WORKSHOP SUMMER 1972

Session - Topic	Average Rating of Session Ratings 1 - Poor 3 - Fair 5-6- Average 8 - Good 10 - Outstanding	Was the content of this session appropriate to your school's situation?	Should this session be repeated in future workshop programs?	Would you like more information on this session's topic?
		YES*	YES*	YES*
Monday - Diagnosis of Reading	8.3	100%	100%	93%
Tuesday - Individualized Reading	8.7	100%	100%	93%
Wednesday - Perceptual Aspects	9.8	100%	100%	97%
Thursday - Use of Newspapers in Reading	9.8	100%	100%	97%
Thursday Evening - Experimental Motivation in Language Arts	9.6	90%	100%	93%
Friday - Behavioral Objectives	3.4	62%	35%	52%
OVER-ALL RATING:	9.7			

* Percentages Indicate Frequency of Response

TABLE 2

PARTICIPANTS' REACTIONS TO WORKSHOP SESSIONS - SECOND WORKSHOP SUMMER 1972

Session - Topic	Average Rating of Session Ratings 1 - Poor 3 - Fair 5-6- Average 8 - Good 10 - Outstanding	Was the content of this session appropriate to your school's situation?	Should this session be repeated in future work-shop programs?	Would you like more information on this session's topic?
		YES*	YES*	YES*
Monday - Diagnosis of Reading	9.0	100%	100%	75%
Tuesday - Individualized Reading	9.6	100%	100%	84%
Wednesday - Perceptual Aspects	10.0	100%	100%	94%
Thursday - Use of Newspapers in Reading	10.0	100%	100%	100%
Thursday Evening - Experimental Motivation in Language Arts	9.6	90%	100%	97%
Friday - Behavioral Objectives	4.8	81%	71%	65%
OVER-ALL RATING:	9.7			

* Percentages Indicate Frequency of Response

speakers changed. Three of the questions, 2 on educational TV and one on library, were not counted in the analysis because they were not part of this summer's presentations. The content survey was revised for the second workshop.

On the first workshop pre-workshop survey, 30% of the questions were left unanswered. Many others were only partially answered or answered with incomplete thoughts. On the post-workshop surveys for this session, the percent of unanswered questions dropped to 5%.

The second workshop pre-assessment survey showed that 46% of the questions were unanswered. On the post-workshop surveys only 5% of the items were unanswered.

The participants post-assessment surveys for both workshops showed a higher degree of consistency in their responses. Their answers were more complete, and exhibited a higher degree of understanding of the concepts presented during the workshop. Both workshop participants still showed problems dealing with the question on criteria reference tests. The teachers in the second workshop also showed some confusion between the Mills Learning Test and the Fountain Valley Support System.

In general, the post-workshop surveys did indicate that the participants made rather significant gains in the familiarity with the concepts presented during the workshop.

C. Over-all Workshop Evaluation - The over-all workshop evaluation by the participants indicated that the workshop time was very valuable. The average for both workshops was the same rating; 9.7, outstanding. This rating is higher than the one given the first Right-to-Read workshop in the summer of 1971.

All but four of the participants in both workshops indicated that it was a tremendous learning experience. Many said it was the best single educational experience they have ever had. Many of them also commented on the fine leadership from Wes Pelsue and Gene Schulze.

The only specific recommended change mentioned several times was that the Behavioral Objectives presentation be changed and moved to early in the week, Monday. Other recommended changes included:

1. More sharing of ideas and materials
2. Have speakers go out into the schools to help them during the year
3. Open workshop to more than 30 at a time
4. The speaker might have more material to hand out
5. Make some sessions more group interaction oriented

6. Use students in demonstrations
7. Have a panel on individualized instruction
8. Longer noon hour breaks
9. Call workshops seminars so they can be counted as college credits
10. Have Gene Schulze make more presentations

IV CONCLUSIONS

Both workshops were definitely of benefit to their participants. Comments in the daily and the over-all evaluation by the participants indicated a high degree of satisfaction with the workshop and felt them to be a very valuable part of the professional growth particularly in dealing with reading. The Workshop Content Surveys responses showed a definite increase in the participants knowledge of selected aspects of the workshop content.

The participants did not make as many specific requests for changes in the workshop as they did last summer. The only major recommendation was to change the Behavioral Objectives presentation and move it to a spot earlier in the week.

The participants enthusiasm towards the workshop experience can best be expressed by some of the participants comments:

"It has been one of the most exciting and inspirational learning experiences I have had since I started teaching. We need more of this type of learning for teachers - something relevant to our real problems - and with suggestions for their solution."

"I'll never be the same again. It was a great experience."

"I wish every teacher in Kansas could have this opportunity."

"I feel this workshop has been a turning point in my teaching career."

"The Kansas Right-to-Read Program has been a tremendous event in my professional life. I have obtained a great deal of valuable knowledge. It has kindled a flame which had started to flicker out but being here with other people who really care about the students has prevented that tragic event from happening.